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ABSTRACT

This report summarizes the procedures and findings of the 1974-75 Oregon community college follow-up survey of a statewide sample of community college graduates and early leavers. Data obtained by means of the survey questionnaire were analyzed in aggregate, with no separate analyses conducted for individual colleges. Among the major findings were: (1) one-half of the graduates surveyed were employed full-time while an additional 34% were continuing their education; (2) one-half of the respondents identified as early leavers were continuing their education while an additional one-third were employed full-time; (3) twice as many graduates as early leavers were working in an area related to their community college program; (4) respondents indicated overall satisfaction with the programs and services offered at Oregon community colleges; (5) over one-half of all respondents who were continuing their education were doing so in a state higher education institution; (6) one-fourth of all continuing students were studying at community colleges; (7) average salary for females employed full-time was $510 per month while for males the figure was $630 per month; and (8) lower division transfer students were significantly more likely to continue their education than were vocational students. The survey instrument is appended. (JDS)

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1975
COMMUNITY COLLEGE FOLLOW-UP SYSTEM

SUMMARY OF FINDINGS

SPRING 1976

Career and Vocational Education Section

Oregon Department of Education
942 Lancaster Drive NE
Salem, Oregon 97310

PREFACE

This report summarizes the procedures and findings of the 1974-75 community college follow-up survey. The second consecutive year of the study included a sample of both graduates and early leavers. All analyses presented in this report were done on a statewide basis with no identification of, or comparison between, individual colleges. Information about former students provided through this survey should be useful to program planners.

The Oregon Department of Education extends its gratitude to the participating colleges for their cooperation and diligent efforts. The commitment of college personnel to accomplish the goal and objectives of the follow-up study made this report possible.

Comments about the information presented in this report or about the report format are welcomed. A user reaction sheet is provided at the end of the report.

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SURVEY HIGHLIGHTS

-- One-half of all community college graduates surveyed are now employed full time. An additional 34 percent of the graduates are continuing their education.

-- One-half of those survey respondents defined as early leavers are continuing their education, and one-third are working full time.

-- Proportionately twice as many graduates as early leavers are working in an area related to their community college program.

-- Respondents indicate overall satisfaction with the educational programs and services offered at Oregon's community colleges.

-- Eighty percent of all respondents employed full time are working in an area related to the community college program.

-- Over one-half of all respondents who are continuing their education are enrolled in state system of higher education institutions. One-fourth of all continuing students are studying at community colleges.

-- The average salary of female respondents who are working full time is $510 per month; the comparable figure for men is $630 per month.

-- Nearly 70 percent of the lower division transfer students were continuing their education in comparison to one-fourth of the vocational respondents.

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I. INTRODUCTION

The 1974-75 community college follow-up survey was a cooperative venture between the Oregon Department of Education (ODE), 11 of the 13 community colleges and the Oregon Educational Coordinating Commission (OECC). This cooperation insured the collection of comparable statewide data.

The goal of this follow-up study was to gather data about activities and perceptions of students after leaving the community college. The data-gathering function was undertaken to provide a base for program planning, improvement and evaluation by:

1. Determining the extent to which current activities of former students are related to their community college program and goals.

2. Assessing how well community college experiences prepared individuals for employment and/or further education.

3. Determining the impact of community colleges on manpower supply.

4. Obtaining data related to student satisfaction with community college services.

5. Gathering data to form a base for additional studies.

6. Obtaining data related to student satisfaction with subsequent employment or education.

The target population included all graduates (lower division, collegiate and vocational-technical) and a suggested 10 percent random sample of early leavers. Respondents included 770 graduates and 513 early leavers. The estimated response rate was 45 percent for transfer students, 40 percent for vocational-technical students and 18 percent for early leavers. Review of all respondents' majors revealed that one-third were transfer students, and two-thirds were vocational students.

Relevant characteristics of the respondents were analyzed to form the base for interpretation of the data. Fifty-three percent of the respondents were female, and 47 percent were male. The average age was 23 years, with nine percent of the respondents 40 years of age or older.

II. METHODOLOGY

Revision of the questionnaire was undertaken in the spring of 1975. Two ad hoc committees were formed to review the follow-up system: one from within the ODE and the OECC and one from the community colleges.

The ad hoc committee from the ODE and OECC rewrote the goal and related objectives of the follow-up system and prepared a rough draft of the follow-up instrument to be used in 1975. After this committee had prepared its draft, members of the ODE's Planning and Evaluation staff reviewed the instrument with regard to proper research technique, appropriate word usage and the ability of the questions themselves to elicit the desired information.

A second committee, composed of community college representatives, was charged with reviewing the rough draft questionnaire. This process included adding, revising or deleting questions as necessary. Members of the committee, representing seven community colleges, attended a meeting to review the instrument. Those members who were unable to attend the meeting were given an opportunity to review the questionnaire by mail.

A pilot test of the questionnaire was conducted. Approximately 50 Chemeketa Community College graduates participated. The input of these people was an essential element in the preparation of the final questionnaire. They were asked to complete and review the draft questionnaire in terms of the following:

1. Were the instructions for completion clearly stated?

2. Were the questions easy to understand?

3. Do you think your former classmates would understand the questions?

The final questionnaire was reviewed by the Coordinator of Statistical Services for the ODE prior to printing. This review was essential to prevent duplicate data collection and to insure that the instrument was consistent with ODE policy. Following this review, the questionnaire was prepared for duplication and distribution. The entire questionnaire can be seen in Appendix B.

The survey was mailed to the target population by each of the participating colleges. The return-address, postage paid instrument contained a letter from a college official explaining the purpose of the study and encouraging response.

Initial mailing was generally done during the week of February 15, 1976, with a second mailing two weeks later to nonrespondents. Several of the colleges also conducted a telephone follow-up of nonrespondents after the second mailing. The colleges forwarded all returned questionnaires to the ODE for data processing and analysis.

Institutions participating in the follow-up study selected the criteria they used to identify the population of early leavers to be sampled. They reported these criteria to the ODE. The criterion used by the majority of colleges, i.e., an individual who took 12 hours in any one term and failed to return the following fall term, will be the standard for all colleges in the 1975-76 follow-up study.

Each college was given the following minimum guidelines for developing its sample of early leavers:

1. Sample included as nearly as possible a representative balance of vocational and lower division transfer students.

2. Students identified as vocational or transfer have taken the majority of course work in their respective area.

3. The ten percent early leaver sample should be randomly selected and stratified by curriculum, sex and any other pertinent variables identified locally.

4. A minimum sample size should be 30.

5. Individuals who have accumulated less than nine hours should not be included in the sample.

III. FINDINGS

The findings of the 1974-75 community college follow-up study are presented in the form of answers to five questions.

1. What happens to people after leaving the community college?

2. How do graduates and early leavers rate the quality of their community college experiences?

3. What differences exist between community college graduates and early leavers?

4. What differences exist between male and female community college students?

5. What differences exist between lower division transfer students and vocational-technical students in the community colleges?

What happens to people after leaving the community college?

Overall, 43 percent of those responding were employed full time. Another 39 percent were continuing their education, with more than one-half of these people full time students. In February 1976, the unemployment rate of all respondents stood at 4.7 percent. This finding compares favorably to an adjusted 9.0 percent unemployment rate statewide in February 1976 reported by the Oregon Employment Division. It is likely that the actual unemployment rate of the target population was somewhat higher than survey returns indicated since it was not computed on the same basis as the Employment Division rate. Students and individuals not actively seeking employment were included in the computation of the unemployment rate for the survey, and these people were excluded from the 9.0 percent statewide rate.

When the respondents' ages and present activities were cross-tabulated, several distinct differences emerged. Table 1 indicates, as expected, that younger people were more likely to be continuing their education; older respondents were more likely to be working full time. Younger respondents were more often seeking employment than their older classmates, with the exception of the 34-39 age group. It should be noted that the number of 34-39-year-old respondents was less than 100, so the 7.9 percent unemployment rate identified through cross-tabulation should be viewed with caution.

Table 1 Present Activity by Age Group

Age	Student	Working Full Time	Working Part Time	Looking for Work	Other	Total
Less than 18 years	66.7%	33.3%	--	--	--	100.0%
18-21 years	47.1%	38.2%	5.0%	4.6%	5.1%	100.0%
22-25 years	35.1%	47.5%	6.0%	5.3%	6.1%	100.0%
26-28 years	33.6%	46.0%	8.0%	5.8%	6.6%	100.0%
29-33 years	38.0%	48.8%	4.7%	3.1%	5.4%	100.0%
34-39 years	32.9%	43.4%	5.3%	7.9%	10.5%	100.0%
40 years or over	24.8%	47.8%	9.7%	2.7%	15.0%	100.0%

Table 2 describes the type of institution in which respondents who were students were enrolled.

Table 2 Continuing Education

Type of Institution	Percent of Respondents Continuing Education
State System of Higher Education	56.8%
Community colleges	25.8%
Out-of-state, Other	10.7%
Independent colleges	5.8%
Vocational schools	.9%

The percentage of continuing students remaining in community colleges requires some explanation. Some may have been intermittent students and they were therefore identified as early leavers. Others may have completed a one-year program and stayed for a second year. Still others may have completed one degree program and begun another. Additional research would be required to focus upon the characteristics of these students.

Examination of full time employment and its relationship to the individual's community college program indicated that 80 percent of those working full time were employed in a related field. Program majors with the greatest percentage of employed respondents working in related occupations included the following: practical nursing (96.3%), dental assistant and associate degree nursing (94.1%), inhalation therapy (92.3%) and agriculture (87.5%). The most frequently cited reason for working in an unrelated area was the acceptance of an available job to finance continued education.

Respondents found the greatest number of full-time jobs in the following occupational areas:

1. Secretarial technology

2. Marketing and distribution

3. Registered nursing.

Analysis of part time jobs revealed employment most frequently was found in secretarial, marketing and practical nursing occupations. The most significant rates of unemployment were found for students who had studied marketing and distribution (9.3%, five respondents unemployed) and automotive technology (22.2%, four respondents unemployed). The low number of respondents from other occupational programs made interpretation of data in those areas difficult and unreliable.

Those who were working rated their satisfaction with five aspects of their jobs. Table 3 shows these responses. Opportunity for promotion was the item with which the largest percentage were dissatisfied, and the relationship with co-workers gave the greatest satisfaction.

Table 3 Job Satisfaction

Response	Very Satisfied	Satisfied	Dissatisfied	Total
Salary	18.7%	56.5%	24.8%	100.0%
Opportunity for promotion	19.7%	49.4%	30.9%	100.0%
Relation with employees	50.2%	45.6%	4.2%	100.0%
Actual work done	41.8%	46.8%	11.4%	100.0%
Geographic location	42.8%	47.2%	10.0%	100.0%

Salaries earned appeared to be satisfactory to three-fourths of the employed respondents. The average gross monthly salary of those employed full time was $570; part-time workers earned slightly less than $200 a month. As expected, more older respondents were in the higher full-time salary ranges than those respondents less than 29 years of age. More younger than older people filled part time jobs.

The average monthly salaries of those in the three areas where the greatest number of respondents were employed full-time are listed in Table 4.

Table 4 Salaries by Occupation

Occupation	Average Monthly Salary
Secretarial technology	$480
Marketing and distribution	$580
Registered nursing	$690

Expanded discussions of salaries may be found in later sections of this report.

How do graduates and early leavers rate the quality of their community college experiences?

On the whole, respondents indicated satisfaction with the quality and adequacy of the educational programs and services offered at Oregon's community colleges. They rated the quality of instruction and student services as generally good and felt well-qualified for their present jobs and courses of study.

The questionnaire used in the present study included more items regarding the quality and adequacy of community college programs than were included in the 1973-74 survey instrument. Respondents to the present study were asked to rate the quality of instruction in specific curriculum areas and the effectiveness of specific student services. In the previous study they were asked only to give general perceptions of their instructional and counseling experiences. Nonetheless, the findings of this study were consistent with those of the previous study; respondents rated highly the quality and adequacy of their community college experiences.

Appendix A presents three tables describing the specific ratings made by early leavers and graduates. Table 9 presents former students' ratings of their preparation in seven curriculum areas for the jobs they now hold. Table 10 presents former students' ratings of their preparation in six curriculum areas for the courses they are now taking at colleges and universities. Table 11 presents students' ratings of the quality of eight types of student services provided at Oregon's community colleges. Since these tables provide in-depth information, no attempt is made in this report to narrate the findings in detail. Instead, the basic findings are summarized in this section and the reader is referred to Appendix A for more specific analysis.

Summary of student ratings of the quality and adequacy of job preparation.

The respondents who reported that they were currently employed were asked to indicate how well their community college experiences in mathematics, writing, speaking, reading, human relations, job skills and coping with the system prepared them for their current jobs. In every category, over 80 percent of the respondents rated their preparation to be at least average. Over 40 percent of the respondents gave their experiences the highest possible rating in each curriculum area, indicating that a large proportion of former students felt that their preparation was quite good. These proportions were consistent whether considering the perceptions of early leavers, graduates or the combined respondent group. Early leavers, however, tended to rate their experiences slightly lower than did the graduates.

Summary of student ratings of the quality and adequacy of preparation for continued studies.

All respondents were asked to indicate how well their community college experiences in six curriculum areas had prepared them to continue their

education. Respondents could rate their preparation as poor, average or good or they could indicate that the item did not apply to them. Responses to this set of items were very similar to those reported above. In every curriculum area, at least 85 percent of the respondents who rated their preparation rated it to be average or good. In each case, over 40 percent of the respondents gave their experiences the highest of the three ratings. Early leavers tended to rate their experiences slightly lower than did graduates, but the differences were so slight as to be of doubtful significance.

Summary of former students' ratings of the quality of student services provided at Oregon's community colleges.

In addition to soliciting ratings on the academic programs at community colleges, the questionnaire also asked for ratings on the following student services: counseling, financial aid, job placement, veterans affairs, health services, admission, advising and student activities. Respondents could rate the quality of these services to be poor, average or good or they could indicate that they had not utilized the services. With the single exception of job placement, each student service area received proportional ratings similar to those tallied for preparation in specific curriculum areas; in most cases, at least 80 percent of the users of given student services rated those services to be of at least average quality, and in all cases at least 40 percent of the users selected the highest rating for each service. Again, early leavers tended to rate the services somewhat lower than did graduates, but this trend did not hold in all cases, and it appeared to be of some significance in only two of the eight service areas--veterans affairs and advising. In the cases of veterans affairs and advising, early leavers were more likely to rate the quality of services as average than were graduates, while graduates were more likely to rate the services as good than were early leavers. This finding would seem to be of limited educational significance, however, since both early leavers and graduates were more likely to rate the services as good than as average or poor.

Only one student service area, job placement, was rated as poor by a large proportion of users. More than one out of four (28.6%) of the respondents who had used their community colleges' job placement services (34% of all respondents) indicated that they felt the services rendered were of poor quality. Since this proportion appeared to be of some significance, the data related to the quality of job placement services were considered in greater depth. Specifically, the responses regarding current status were cross-tabulated with responses regarding the quality of job placement services to determine if specific types of students were dissatisfied with the services they received. Users of job placement services reporting that they were "looking for a job but cannot find one" and users who were currently working part time were much more likely to rate the quality of job placement services as poor than were students and fully-employed respondents who had used job placement services. Table 5 indicates these differences.

Table 5 Present Activity Cross-tabulated with Quality of Job Placement Services

Activity	Poor Service		Average Service		Good Service		Total	
	N	%	N	%	N	%	N	%
Student	20	17.5%	35	30.7%	59	51.8%	114	100.0%
Working full time	61	27.4%	58	26.0%	104	46.6%	223	100.0%
Working part time	10	45.5%	7	31.8%	5	22.7%	22	100.0%
Looking for work	24	68.6%	6	17.1%	5	14.3%	35	100.0%

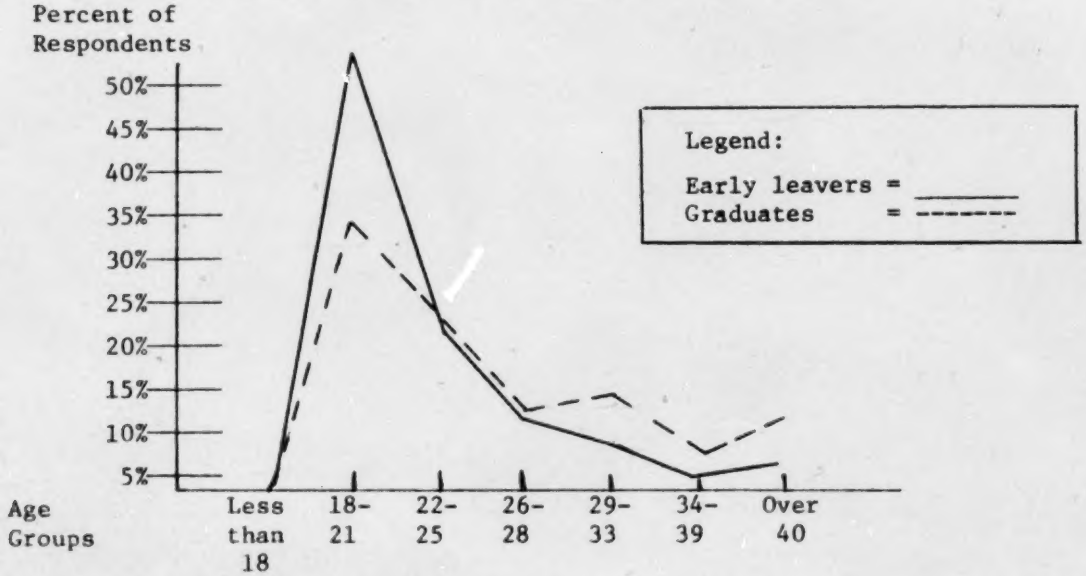
These findings may suggest that community college job placement services serve as a scapegoat for other conditions keeping respondents from finding full time employment. However, these findings may also suggest that some students are receiving better service than others, and as a result are finding the employment they seek. Further study will be required to determine the validity of each of these interpretations. Nonetheless, it does seem clear from this study that job placement services are crucial to many students and should be strengthened to the extent possible.

What differences exist between community college graduates and early leavers?

The individual characteristics of graduates and early leavers were tallied to give information upon which to base detailed cross-tabulations. One-half of the early leavers attended their community colleges four terms or less. In contrast, 75 percent of the graduates had been enrolled for a minimum of six terms.

Age. Graph 1 illustrates the ages of the graduate and early leaver groups. The percentage figures describe the proportion of respondents from each age group. It is readily evident that early leavers are younger than graduates, and it would appear that older students are more likely to complete programs than younger students.

Graph 1 Age Distribution of Graduates and Early Leavers



Sex. The male/female ratio of graduates and early leavers is presented in Table 6.

Table 6 Male/Female Ratio

	Female	Male
Graduates	61.2%	38.8%
Early leavers	41.0%	59.0%

The primary reason that students did not complete the program was that they transferred to another college or university. Early leavers under age 33 most often transferred to another institution, while older persons most frequently reported they had received what they wanted from their community college.

The curricula showing the highest percentage of early leavers included the following:

Lower division collegiate	61.0%
Marketing and distribution	53.7%
Broadcasting	47.6%
Agriculture/horticulture	47.4%

Curricula from which a significant number of people responded and which showed a low percentage of early leavers were:

Dental assistant	0.0% (N=17)
Early childhood education	5.2%
Dental hygiene	5.3%
Waste water technology	5.6%

Present Activity. One-half of all community college graduates surveyed were employed full time. An additional 34 percent of the graduates were continuing their education. One-half of those defined as early leavers who responded to the survey were continuing their education, and one-third were working full time.

Continuing education. Comparison of the kinds of educational institutions attended reinforced the finding that the composition of the early leaver group was primarily the lower division transfer student. Twice as many graduates (35.6%) as early leavers remained in the community colleges as they continued to further their education. This finding, although appearing contradictory, may be explained partially by the inclusion of those who completed one-year certificate programs in the graduate population. Many of these people do remain in the community colleges working toward an associate degree. This is an area the colleges may wish to study in greater detail as a valuable aid to the planning process.

Related jobs. Analysis of related jobs held by graduates and early leavers revealed distinct differences. Proportionately twice as many

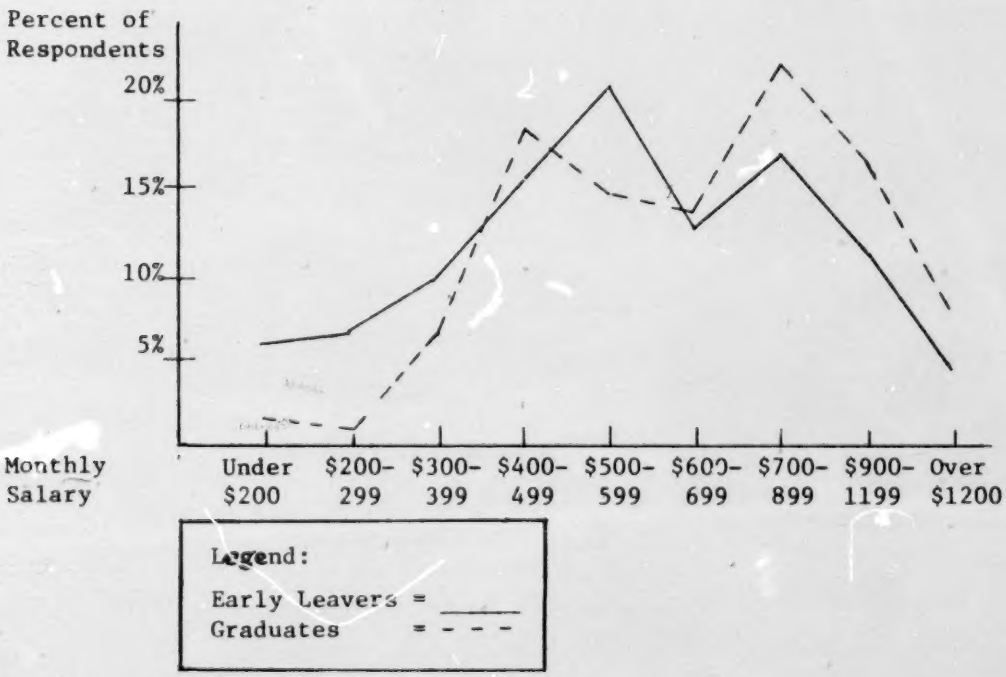
graduates as early leavers were working in an area related to their community college program. Almost three times as many early leavers (46.7%) as graduates (17.4%) were employed in unrelated fields.

Occupational preparation. Preparation in seven job-related areas also received very positive ratings from both graduates and early leavers. The area called preparation in job skills received the highest percentage of good ratings from each group. Human relations ranked second in the percentage of good evaluations tallied. Early leavers were more likely than graduates to give poor ratings to the following areas: mathematics, writing, reading, human relations, job skills and coping with the system. Graduates ranked their job skills preparation significantly higher than early leavers, as expected. (See Table 9 for more detailed information.)

Job satisfaction. The only differences apparent between graduates and early leavers in the various aspects of job satisfaction were in the actual work done. Graduates were somewhat more likely to be very satisfied. Twice as many early leavers as graduates were dissatisfied. This may be explained by the large number of individuals accepting jobs unrelated to the program of study in order to finance further education.

Salary. Graduates who were working full time earned an average of $70 per month more than early leavers employed full time. (All figures reflect gross salaries.) Graph 2 displays the salaries of each group by the percentage who reported the various income levels. Further explanation of the evident bimodal distribution is discussed on page 12 of this report.

Graph 2 Monthly Salaries of Graduates and Early Leavers



Evaluation of student services. Cross-tabulation of the responses each group gave to the evaluation of the various student services provided basically similar profiles. The primary differences highlighted included the following:

1. Ten percent more graduates than early leavers gave good ratings in the areas of counseling, financial aid and cooperative work experience.

2. Early leavers rated job placement services much higher than graduates.

3. Graduates rated assistance with veterans' affairs and advising significantly higher than early leavers.

What differences exist between male and female community college students?

Fifty-three percent of all survey respondents were female, and 47 percent were male. Male respondents were on the average one year older than female respondents. There were few differences in the reasons men and women gave for not completing their community college program. Men transferred to other colleges or universities more often than women. Women had attained their goal in attending community college somewhat more frequently than men. Women were slightly more likely to have found a job in their area of training or to have cited personal reasons for leaving college than men. Approximately 13 percent of each group cited "other" as their basis for dropping out of their program.

Table 7 compares the present activities of male and female respondents. Males were more frequently continuing their education than females. More women than men were working part time and a higher percentage of men were unsuccessfully seeking employment.

Table 7 Present Activity of all Respondents by Sex

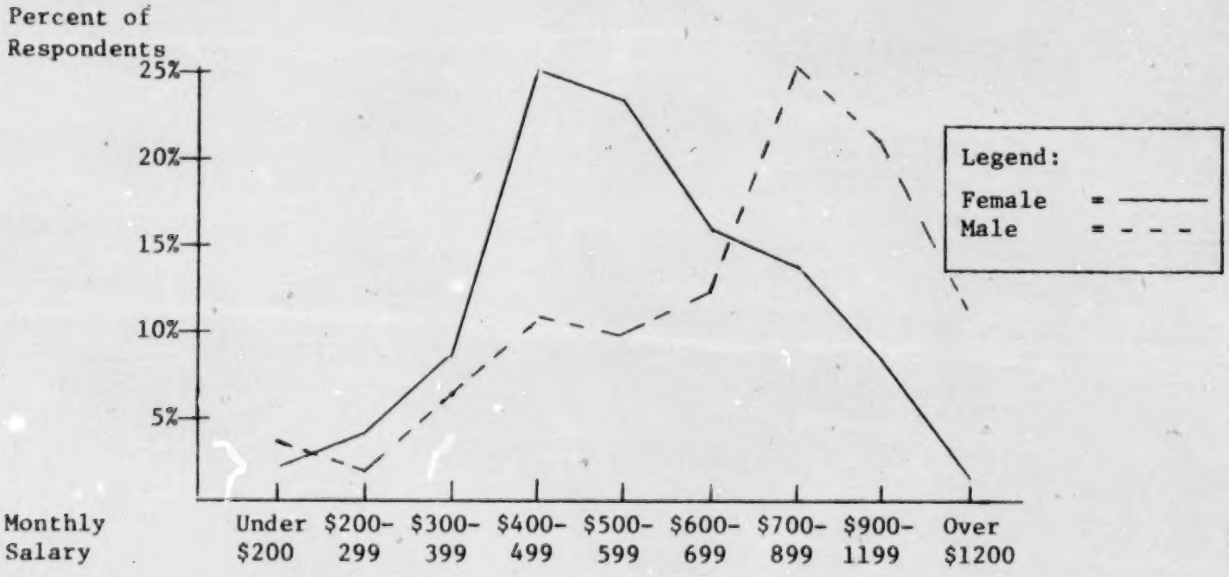
Activity	Female	Male
Student	36.7%	42.4%
Working full time	43.0%	43.4%
Working part time	8.5%	3.0%
Military	.1%	1.8%
Looking for Work	3.7%	5.9%
Other	8.0%	3.5%
Total	100.0%	100.0%

Analysis of the jobs held by male and female graduates yielded almost completely separate profiles. Women were able to secure related employment more often than men, which is partially a function of the kinds of programs in which women tend to enroll and the high turnover and healthy expansion of these occupations.

Women found jobs most frequently in the areas of secretarial work (21.0%), registered nursing (10%), practical nursing (9.5%) and marketing (9.1%). Men located the greatest number of jobs in marketing (14.2%), forestry and fisheries (9.6%), law enforcement (6.5%) and agriculture and horticulture (6.2%).

By cross-tabulating salaries with sex, two distinct distributions were identified which tend to explain the bimodal nature of the overall salary distribution. The average salary of men employed full time was $630 per month. The comparable figure for women was $510 per month. Women earned significantly less than men, partly because of the occupations they most frequently sought (secretarial, retail sales). The national median annual income of women workers employed full time, year-round in 1973 was $6,488.* The median income of female respondents to this study working full time was $6,444. Graph 3 depicts the salaries of the men and women surveyed who were employed full time.

Graph 3 Salaries by Sex



What differences exist between lower division transfer students and vocational-technical students in the community colleges?

The greatest differences between transfer and vocational-technical students were in their present activities. Nearly 70 percent of the transfer students were continuing their education in comparison to one-fourth of the vocational students. As expected, more than one-half of the vocational students were working full time. Table 8 describes the present activity of each group. Although some differences

* U. S. Department of Labor. 1975 Handbook on Women Workers. Bulletin 297. Women's Bureau, 1975. p. 127.

in the responses of these groups were noted between the two years the follow-up study has been conducted, the inclusion of early leavers in 1975 was probably an important factor. The 1975 increase in the percentage of both groups who were pursuing other interests may include a large number of early leavers and intermittent students.

Table 8 Present Activity by Curriculum

Activity	Transfer	Vocational-Technical
Student	44.2%	10.0%
Student working part time	18.8%	6.6%
Student working full time	6.7%	8.1%
Working full time	14.8%	57.1%
Working part time	2.7%	7.4%
Military	1.5%	.6%
Looking for a job	2.7%	5.9%
Other	8.6%	4.3%

APPENDIX A

TABLE 9 FORMER STUDENTS' RATINGS OF THE PREPARATION RECEIVED FOR THE JOBS THEY CURRENTLY HOLD

rriculum Area	Number of Respondents N	Preparation Ratings: Poor Preparation N	%	Average Preparation N	%	Good Preparation N	%
tics Preparation							
aduates	327	28	8.6	161	49.2	138	42.2
rly Leavers	138	22	15.9	54	39.2	62	44.9
tal Respondents	465	50	10.7	215	46.5	200	42.8
Preparation							
aduates	365	25	6.8	169	46.3	171	46.9
rly Leavers	139	16	11.5	58	41.7	65	46.8
tal Respondents	504	41	8.5	227	45.1	236	46.4
g Preparation							
aduates	393	39	9.9	168	42.7	186	47.4
rly Leavers	156	14	9.0	66	42.3	76	48.7
tal Respondents	549	53	10.0	234	42.6	262	47.4
Preparation							
aduates	334	21	6.3	168	50.3	145	43.4
rly Leavers	137	15	10.9	67	48.9	55	40.2
tal Respondents	471	36	7.8	235	49.8	200	42.4
elations Preparation							
aduates	506	30	5.9	162	32.0	314	62.1
rly Leavers	233	20	8.6	84	36.1	129	55.3
tal Respondents	739	50	6.9	246	33.4	443	59.7
lls Preparation							
aduates	488	19	3.9	111	22.7	358	73.4
rly Leavers	177	21	11.9	49	27.7	107	60.4
tal Respondents	665	40	6.1	160	24.1	465	69.8
with the System							
aduates	462	53	11.5	182	39.4	227	49.1
rly Leavers	192	30	15.6	80	41.7	82	42.7
tal Respondents	654	83	12.9	262	40.0	309	47.1

TABLE 10 FORMER STUDENTS' RATINGS OF THEIR PREPARATION FOR CONTINUED STUDIES

Curriculum Area	Number of Respondents N	Preparation Ratings					
		Poor Preparation		Average Preparation		Good Preparation	
		N	%	N	%	N	%
Mathematics Preparation							
Graduates	325	45	13.8	129	39.7	151	46.5
Early Leavers	248	38	15.3	97	39.1	113	45.6
Total Respondents	573	83	14.4	226	39.6	264	46.0
Writing Preparation							
Graduates	409	31	7.6	171	41.8	207	50.6
Early Leavers	312	28	9.0	122	39.1	162	51.9
Total Respondents	721	59	8.2	293	40.8	369	51.0
Speaking Preparation							
Graduates	387	39	10.1	165	42.6	183	47.3
Early Leavers	232	30	12.9	98	42.3	104	44.8
Total Respondents	619	69	11.5	263	42.1	287	46.4
Reading Preparation							
Graduates	350	26	7.4	175	50.0	149	42.6
Early Leavers	271	25	9.2	140	51.7	106	39.1
Total Respondents	621	51	8.1	315	50.8	255	41.1
Human Relations Preparation							
Graduates	470	16	3.4	142	30.2	312	66.4
Early Leavers	352	24	6.8	132	37.5	196	55.7
Total Respondents	822	40	5.0	274	33.7	508	61.3
Coping with the System							
Graduates	450	37	8.2	178	39.6	235	52.2
Early Leavers	364	37	10.2	156	42.8	171	47.0
Total Respondents	814	74	9.1	334	41.4	406	49.5

TABLE 11 FORMER STUDENTS' RATINGS OF THE QUALITY OF STUDENT SERVICES RENDERED BY OREGON COMMUNITY COLLEGES

	Usage Indicators				Users' Ratings					
	Users		Non-Users		Poor Service		Average Service		Good Service	
	N	%	N	%	N	%	N	%	N	%
Counseling										
Graduates	571	76.4	176	23.6	62	10.9	172	30.1	337	59.0
Early Leavers	340	70.1	145	29.9	55	16.2	118	59.0	167	49.1
Total Respondents	911	73.9	321	26.1	117	12.8	290	31.8	504	55.3
Financial Aids										
Graduates	324	43.3	424	56.7	33	10.2	50	15.4	241	74.4
Early Leavers	174	36.5	303	63.5	20	11.5	46	26.4	108	62.1
Total Respondents	498	40.7	727	59.3	53	10.6	96	19.3	349	70.1
Job Placement										
Graduates	301	41.0	434	59.0	92	30.6	76	25.2	133	44.2
Early Leavers	115	24.3	358	75.7	27	23.5	36	31.3	52	45.2
Total Respondents	416	34.4	792	65.6	119	28.6	112	26.9	185	44.5
Veterans' Affairs										
Graduates	172	23.9	547	76.1	7	4.1	19	11.0	146	84.9
Early Leavers	89	18.9	382	81.1	7	7.9	23	25.8	59	66.3
Total Respondents	261	21.9	929	78.1	14	5.4	42	16.1	205	78.5
Health Services										
Graduates	222	30.1	515	69.9	16	7.2	45	20.3	161	72.5
Early Leavers	130	27.7	340	72.3	3	2.3	31	23.8	96	73.9
Total Respondents	352	29.2	855	70.8	19	5.4	76	21.6	257	73.0
Admissions										
Graduates	580	80.0	145	20.0	53	9.1	223	38.4	304	52.5
Early Leavers	373	79.2	98	20.8	32	8.6	161	43.2	180	48.2
Total Respondents	953	79.7	243	20.3	85	8.9	384	40.3	484	50.8
Advising										
Graduates	565	77.9	160	22.1	57	10.1	142	25.1	366	64.8
Early Leavers	345	73.4	125	26.6	40	11.6	137	39.7	168	48.7
Total Respondents	910	76.2	285	23.8	97	10.7	279	30.7	534	58.6
Student Activities										
Graduates	320	44.4	400	55.6	45	14.1	124	38.8	151	47.1
Early Leavers	190	41.4	269	58.6	24	12.6	83	43.7	83	43.7
Total Respondents	510	43.3	669	56.7	69	13.5	207	40.6	234	45.9

APPENDIX B

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INSTRUCTIONS:

1. Each multiple choice question in the survey has several answers suggested. Pick the answer that best suits you, and then place the number of that answer in the blank next to the question or check the box that applies.

GENERAL QUESTIONS

1. _____ How many terms were you in community college?
   (1) Less than two
   (2) Two to three
   (3) Four
   (4) Five
   (5) Six
   (6) More than six

2. _____ Please indicate your current age according to the following ranges.
   (1) Less than 18 years
   (2) 18-21 years
   (3) 22-25 years
   (4) 26-28 years
   (5) 29-33 years
   (6) 34-39 years
   (7) 40 years or over

3. _____ Please indicate your sex.
   (1) Female
   (2) Male

4. _____ What are you doing now? (Mark only one)
   (01) Going to school full time (12 credit hours or more a term)
   (02) Going to school part time (less than 12 credit hours a term)
   (03) Going to school and working part time (working less than 30 hours a week)
   (04) Going to school and working full time (working 30 hours or more a week)
   (05) Working full time (30 hours or more a week)
   (06) Working part time (less than 30 hours a week)
   (07) Serving in the military
   (08) Looking for a job but cannot find one
   (09) Unavailable for employment or not seeking employment
   (10) Volunteer service
   (11) Pursuing personal interest (travel, music)
   (12) Other, please specify _____
   _____

5. _____ What was the major in which you spent the majority of your community college time? _____
   _____

6. For each of the following student services, rate the assistance you received from your community college. (Please check in the box which best indicates your rating of each service.)

	Poor Service	Average Service	Good Service	Did Not Need Service	Needed But Chose Not to Use Service	Needed But Service Not Available
Counseling (personal & career)						
Financial Aids						
Placement (job)						
Veterans Affairs						
Health Services						
Admissions						
Student activities (gov't, athletics, clubs)						
Advising (selecting class schedule)						
Supervised field experience/ cooperative work experience						

7. _____ If you did not complete a community college program, please select the major reason from the list below.
   (01) I got what I wanted
   (02) Decided to look for a job
   (03) Already had a job
   (04) Transferred to another college or university
   (05) Grades
   (06) Dissatisfied with community college courses
   (07) Job became available in my area of training
   (08) Personal reasons
   (09) Unable to afford college
   (10) Other, please specify _____

EDUCATION QUESTIONS

8. _____ If you are going to school, is your present course of study related to the program you took in community college?
   (1) Unrelated
   (2) Somewhat related
   (3) Related

9. How well did your community college experiences in each of the following areas prepare you to continue your education? (Please check in the boxes which apply to you.)

	Poor Preparation	Average Preparation	Good Preparation	Does Not Apply to Me
Mathematics				
Writing				
Speaking				
Reading				
Human relations (dealing with others)				
Coping with the system (registration)				

10. ____ If you are going to school, where are you enrolled?

OREGON STATE SYSTEM OF HIGHER EDUCATION
(01) Eastern Oregon State College
(02) Oregon College of Education
(03) Oregon Institute of Technology
(04) Oregon State University
(05) Portland State University
(06) Southern Oregon State College
(07) University of Oregon (including Health Sciences Center)
(08) OREGON INDEPENDENT COLLEGES (For example: Lewis & Clark, Willamette)

OREGON COMMUNITY COLLEGES

(09) Blue Mountain
(10) Central Oregon
(11) Chemeketa
(12) Clackamas
(13) Clatsop
(14) Lane
(15) Linn-Benton
(16) Mt. Hood
(17) Portland
(18) Southwestern Oregon
(19) Treasure Valley
(20) Umpqua
(21) Rogue
(22) OREGON PRIVATE VOCATIONAL SCHOOLS
(23) Out-of-State
(24) Other, please specify _____

EMPLOYMENT QUESTIONS:

11. _____ If you are working, for whom do you work (industry)?

_____

12. _____ What is your job title?

_____

13. _____ Is your present job related to the program you took in community college?

(1) Unrelated
(2) Somewhat related
(3) Related

14._____ If your job is not related to the program you took in community college, what is the reason?

(1) Tried to find a related job, but was unable to find one
(2) Did not feel qualified in the area I studied
(3) Found I did not like the type of work in the area I studied
(4) Found a better job in another field
(5) Did not plan to work in a job related to my community college program
(6) Did not prepare for a specific career while in community college
(7) Took an available job to put myself through school
(8) Other, please specify _____

15. _____ What is your current monthly income before deductions?

Working full time (30 hrs. or more a week)	Working part time (less than 30 hrs. a week)
(01) Under $200	(10) Under $100
(02) $200-299	(11) $100-199
(03) $300-399	(12) $200-299
(04) $400-499	(13) $300-399
(05) $500-599	(14) $400-499
(06) $600-699	(15) $500-599
(07) $700-899	(16) $600-699
(08) $900-1,199	(17) $700-899
(09) Over $1,200	(18) $900-1,199
	(19) Over $1,200

16. How well did your community college experiences in each of the following areas prepare you for your present job? (Please check in the box which best describes your preparation.)

	Poor Preparation	Average Preparation	Good Preparation	Does Not Apply to Me
Mathematics				
Writing				
Speaking				
Reading				
Human relations (dealing with others)				
Occupational or job skills				
Coping with the system (time clocks, working conditions)				

17. How would you rate your satisfaction with the following aspects of your present job?

	Very Satisfied	Satisfied	Dissatisfied
Salary			
Opportunity for promotion			
Relationship with fellow employees			
The actual work you do			
Geographic location			

18. _____ Which of the following helped you most to find your present job?

(1) College placement facilities
(2) Department/divison placement services
(3) Continuation of cooperative work experience, practicum or internship employment
(4) Employment agency
(5) Recruited by employer while in college
(6) No one (found the job on my own)
(7) Other, please specify _____

COMMENTS

If you have any comments you want to share, please use the space below.

USER REACTION FORM

1. Did you find useful information in this report?

_____ Yes _____ No

If "Yes," please give a specific example of the way in which you used the data.

If "No," please give examples of items you feel should have been included.

2. Do you have specific suggestions for improving the format of this report?

_____ Yes _____ No

If "Yes," please describe.

UNIVERSITY OF CALIF.
LOS ANGELES
MAY 13 1977
CLEARINGHOUSE FOR
JUNIOR COLLEGES

3. Any other comments or suggestions?

Please return this sheet to:

Career/Vocational Education Research
Oregon Department of Education
942 Lancaster Drive NE
Salem, OR 97310

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